

# **Common Writing Task Marking Criteria** **Student Friendly Guide**

This guide was developed to support teachers to

- explicitly teach the Common Writing Task Marking Criteria to their students
- encourage their students to self-assess their own writing.

This is intended as a guide only and teachers are encouraged to adapt this rubric to suit their students. Please ensure that the meaning of the Common Writing Task Marking Criteria is maintained.

## **Subject Matter**

Quality of Ideas	Category 1	Category 2	Category 3	Category 4	Category 5	Category 6
Category 0						
<p>I do not have <b>not enough writing or ideas</b> to give a mark:</p> <ul style="list-style-type: none"> <li>▪ Picture only</li> <li>▪ List of words</li> <li>▪ It is hard to understand the writing.</li> <li>▪</li> <li>▪</li> </ul>	<p>I am <b>experimenting</b> with a short text:</p> <ul style="list-style-type: none"> <li>▪ I write one or two sentences.</li> <li>▪ The sentences may not make sense to the audience.</li> <li>▪</li> </ul>	<p>My short narrative has a <b>few related ideas</b>:</p> <ul style="list-style-type: none"> <li>▪ I have tried to use the prompt given.</li> <li>▪ My narrative is predictable.</li> <li>▪ I have listed my ideas but not explained them.</li> <li>▪ I used ideas that I have read or seen or heard about.</li> <li>▪</li> <li>▪</li> </ul>	<p>My narrative contains <b>some related ideas</b> tied into the storyline and <b>linked to the resolution</b> and follows the topic:</p> <ul style="list-style-type: none"> <li>▪ Ideas are described in some detail and original</li> <li>▪ A short resolution (ending)</li> <li>▪ Is not predictable.</li> <li>▪</li> <li>▪</li> </ul>	<p>My narrative contains <b>several related ideas</b> tied into the storyline and <b>linked to the developed resolution</b>:</p> <ul style="list-style-type: none"> <li>▪ The ideas are interesting and described with relevant details.</li> <li>▪ I use paragraphs to show new ideas (new line or indented).</li> <li>▪ May use some effects humour, suspense, action, drama.</li> <li>▪</li> </ul>	<p>My original narrative contains <b>many inter-related, well developed ideas</b> that link to the <b>detailed conclusion</b>:</p> <ul style="list-style-type: none"> <li>▪ The reader becomes involved in the events.</li> <li>▪ The ideas are described in some detail and are integrated.</li> <li>▪ Uses some effects appropriately, eg humour, suspense, action, drama.</li> <li>▪</li> </ul>	<p>My <b>original and impacting narrative</b> contains <b>detailed and complex /entertaining ideas</b> related to a central theme, moral or coda:</p> <ul style="list-style-type: none"> <li>▪ Ideas extend on the given topic.</li> <li>▪ The reader becomes involved in the events.</li> <li>▪ The ideas are detailed and are integrated fully.</li> <li>▪ Uses many effects appropriately, eg humour, suspense, action, drama.</li> <li>▪</li> <li>▪</li> </ul>

# Textual Features

Vocabulary	Category 1	Category 2	Category 3	Category 4	Category 5	Category 6
Category 0						
<p>I do not have not enough readable words to give a mark:</p> <ul style="list-style-type: none"> <li>Picture only</li> <li>List of words-not in sentence</li> <li>It is hard to understand the writing.</li> <li></li> <li></li> </ul>	<p>I am experimenting with a small set of copied words:</p> <ul style="list-style-type: none"> <li>Names</li> <li>Words from around the room.</li> <li></li> <li></li> </ul>	<p>I use a small range of simple and common words:</p> <ul style="list-style-type: none"> <li>People</li> <li>Places</li> <li>Things (nouns)</li> <li>I repeat many of the words.</li> <li></li> <li></li> </ul>	<p>I use a range of simple and common words:</p> <ul style="list-style-type: none"> <li>Nouns</li> <li>Verbs eg jumping, fishing, reading</li> <li>Adjectives, eg hot, cold, big brown, windy, stormy.</li> <li>Content specific words.</li> <li></li> </ul>	<p>I use a range of words:</p> <ul style="list-style-type: none"> <li>Nouns</li> <li>Adjectives</li> <li>Verbs</li> <li>Adverbs (words to describe the verb), eg slowly walked.</li> <li>I make the story more interesting using content specific words eg my story about being lost on an island has words like, isolated etc.</li> <li></li> </ul>	<p>I make my narrative more interesting by creating an effect using descriptive language and choice of words:</p> <ul style="list-style-type: none"> <li>I effectively use</li> <li>Nouns</li> <li>Adjectives, eg native</li> <li>Verbs, eg acting</li> <li>Adverbs, eg oddly</li> <li>I attempt to use</li> <li>Simple comparisons and figurative language (metaphors, similes), eg as strong as an ox, cool as ice.</li> <li></li> <li></li> </ul>	<p>I carefully create a specific tone and atmosphere by carefully choosing the correct words to maintain this in the narrative:</p> <ul style="list-style-type: none"> <li>The words I use give a clear, precise meaning.</li> <li>I use and sustain figurative language, eg Fly off the handle.</li> <li>Metaphors &amp; similes, eg The boy was a raging bull.</li> <li></li> </ul>

# Textual Features

Cohesion (phrases, clauses, sentences)	Category 1	Category 2	Category 3	Category 4	Category 5	Category 6
Category 0						
<p>I do not have not enough sentences to give a mark:</p> <ul style="list-style-type: none"> <li>Picture only</li> <li>List of words-not in sentence</li> <li>It is hard to understand the writing.</li> </ul>	<p>I have had a go writing a sentence:</p> <ul style="list-style-type: none"> <li>I have a go using full stops/question marks etc at the end of each sentence.</li> </ul>	<p>I write short narratives with:</p> <ul style="list-style-type: none"> <li>Short simple sentences.</li> <li>Sometimes my sentences are not finished.</li> <li>I use full stops at the end of a sentence most of the time.</li> <li>I have a go using pronouns, eg she, he.</li> </ul>	<p>I write simple narratives with mostly:</p> <ul style="list-style-type: none"> <li>Complete simple sentences</li> <li>I have a go writing more difficult sentences (compound and complex).</li> <li>I have go using conjunctions, eg and, but, then, because.</li> <li>I am trying to write sentences with different beginnings.</li> <li>I am trying to add more information to my sentences.</li> <li>I am using pronouns, eg he, she, more often in my writing.</li> </ul>	<p>I show control of my narratives using:</p> <ul style="list-style-type: none"> <li>Simple sentences &amp; compound sentences.</li> <li>Correctly structured complex sentences.</li> <li>A range of conjunctions, eg and, but, next, before, after.</li> </ul> <p>I usually write narratives using</p> <ul style="list-style-type: none"> <li>Verb tenses.</li> <li>Correctly used irregular verbs.</li> <li>Subject-verb agreement.</li> </ul>	<p>I write elaborate narratives correctly using:</p> <ul style="list-style-type: none"> <li>Compound and complex sentences.</li> <li>A variety of sentence structure to create effect.</li> <li>Inversions, eg little did she know.</li> <li>Verb tenses.</li> <li>Correctly used irregular verbs.</li> <li>Subject-verb agreement.</li> </ul>	<p>I write narratives using:</p> <ul style="list-style-type: none"> <li>Quite elaborate compound and complex sentences to achieve shades of meaning.</li> <li>Correct tense and phrasing.</li> </ul>

# Textual Features

Punctuation Category 0	Category 1	Category 2	Category 3	Category 4	Category 5	Category 6
<p>I do not have <b>not enough writing or punctuation</b> to give a mark:</p> <ul style="list-style-type: none"> <li>Picture only</li> <li>List of words.</li> </ul>	<p>I am <b>experimenting</b> with punctuation:</p> <ul style="list-style-type: none"> <li>I'm not sure where to put capital letters.</li> <li>I'm not sure where to put full stops.</li> </ul>	<p>I use <b>some sentence punctuation</b>:</p> <ul style="list-style-type: none"> <li>Capitals at the start of a sentences.</li> <li>Full stops at the end of sentences.</li> <li>I sometimes forget to use punctuation.</li> </ul>	<p>I use <b>most sentence punctuation correctly</b>:</p> <ul style="list-style-type: none"> <li>Capitals at the start of sentences.</li> <li>Capitals for proper nouns (names and places).</li> <li>Full stops at the end of a sentence.</li> <li>I am having a go at using speech marks, eg " ", Question marks ?, and Exclamation marks !</li> </ul>	<p>I <b>correctly use</b>:</p> <ul style="list-style-type: none"> <li>Capital letters.</li> <li>Full stops.</li> <li>Question marks.</li> <li>Exclamation marks.</li> <li>Commas in a list (eggs, bread, milk and cheese).</li> <li>New line for people speaking.</li> </ul> <p>I sometimes use:</p> <ul style="list-style-type: none"> <li>Apostrophes in contractions where the letter is missing, eg can not = can't.</li> <li>Points of ellipsis...</li> </ul>	<p>I <b>always correctly and consistently use</b>:</p> <ul style="list-style-type: none"> <li>Capital letters.</li> <li>Full stops.</li> <li>Commas in a list.</li> <li>Apostrophes in contractions.</li> <li>Use speech marks " " with the comma.</li> <li>Points of ellipsis...</li> <li>Hyphen.</li> </ul> <p>I still make errors with:</p> <ul style="list-style-type: none"> <li>Apostrophes of ownership (Jim's ball = the ball belongs to Jim).</li> <li>Commas to separate clauses.</li> </ul> <p>I occasionally make errors using</p> <ul style="list-style-type: none"> <li>Apostrophes of ownership (Jim's)</li> <li>Commas in a sentence.</li> </ul>	<p>I <b>confidently, correctly and consistently use punctuation to create effect</b>:</p> <ul style="list-style-type: none"> <li>Capital letters.</li> <li>Full stops.</li> <li>Commas in a list.</li> <li>Question marks.</li> <li>Exclamation marks.</li> <li>Apostrophes for possession both singular and plural.</li> <li>Commas to separate phrases.</li> <li>Colons :</li> <li>Semi colons ;</li> <li>Using speech marks " " with the comma and new line for people speaking.</li> <li>Points of ellipsis...</li> <li>Hyphen.</li> </ul>

# Textual Features

Generic Structure	Category 1	Category 2	Category 3	Category 4	Category 5	Category 6
Category 0						
<p>I do not have <b>not enough readable words</b> to give a mark:</p> <ul style="list-style-type: none"> <li>Picture only</li> <li>List of words-not in sentence</li> <li>It is hard to understand the writing.</li> </ul>	<p>I am beginning to understand how to write a narrative (story).</p> <ul style="list-style-type: none"> <li>The start of my narrative sounds like a story.</li> </ul>	<p>My narrative follows a narrative structure. In my writing I have a:</p> <ul style="list-style-type: none"> <li>Simple setting.</li> <li>A story line with 2 or more events in order.</li> <li>A simple ending.</li> </ul>	<p>My narrative is organised with all the structural elements:</p> <ul style="list-style-type: none"> <li>By writing as another person, animal or object.</li> <li>A developed orientation.</li> <li>A problem in the story line (complication).</li> <li>The events lead to the ending.</li> </ul> <p>I am starting to</p> <ul style="list-style-type: none"> <li>Attempt to end the story (solve the problem).</li> <li>Develop my characters (describe them).</li> </ul>	<p>My narrative is organised following the narrative structure:</p> <ul style="list-style-type: none"> <li>A detailed orientation, complication, and resolution.</li> <li>Has some description of the setting.</li> <li>Describes and develops the characters, eg appearances, personality.</li> <li>Most of the parts of the story contribute to the plot.</li> </ul>	<p>I write a <b>detailed narrative</b> with:</p> <ul style="list-style-type: none"> <li>Developed orientation.</li> <li>Developed complication.</li> <li>Resolution.</li> <li>The setting, characters, events linked to the plot and its ending.</li> <li>Develops characters by describing appearances, personality, motivation.</li> <li>I have tried to make my writing better by experimenting with tone, eg sad, funny, exciting, scary.</li> </ul>	<p>My narrative is <b>detailed and unified</b>. It is organised so all the parts work together to make an outstanding story by writing from a:</p> <ul style="list-style-type: none"> <li>Different perspective or persona or point of view, eg by writing as another person, animal or object.</li> <li>My story is interesting and original:</li> <li>Develops detailed characterisation (appearances, personality, motivation).</li> <li>I successfully keep my reader interested by experimenting with an unexpected twist.</li> </ul>

# Textual Features

<b>Spelling</b> <b>Category 0</b>	<b>Category 1</b>	<b>Category 2</b>	<b>Category 3</b>	<b>Category 4</b>	<b>Category 5</b>	<b>Category 6</b>
<p>I do not have not enough readable words to give a mark:</p> <ul style="list-style-type: none"> <li>▪ Picture only</li> <li>▪ List of letters.</li> <li>▪ It is hard to understand the writing.</li> </ul>	<p>I write using a lot of letters but they may not match the sound:</p> <ul style="list-style-type: none"> <li>▪ I sometimes have the first and last sound, eg hos = house</li> </ul>	<p>I spell some words correctly:</p> <ul style="list-style-type: none"> <li>▪ I use sounds to help me spell words I don't know how to spell, eg anemils = animals.</li> </ul>	<p>I know how to accurately spell some everyday words I use in my writing:</p> <ul style="list-style-type: none"> <li>▪ I remember sound and letter patterns, eg th, sh, ch.</li> <li>▪ I know some 2 syllable (parts) words, eg playing, sunny, come, star crown, spoon, very, thick.</li> </ul>	<p>I know how to accurately spell most words I need for everyday writing:</p> <ul style="list-style-type: none"> <li>▪ I can spell 1 &amp; 2 syllable words, which have common spelling patterns.</li> <li>▪ I can spell tricky or demon words, eg money, friends, because, inside, again, yesterday, afternoon.</li> </ul>	<p>I can accurately spell all words that are relevant for everyday writing:</p> <ul style="list-style-type: none"> <li>▪ This includes special subject words, eg cartilage.</li> <li>▪ Uncommon spelling patterns.</li> <li>▪ Words that don't sound out easily, eg silent letters like in 'knee'.</li> <li>▪ I understand spelling rules and homophones.</li> <li>▪ I can build on words.</li> </ul>	<p>I spell with few or no errors including difficult or unusual words:</p> <ul style="list-style-type: none"> <li>▪ I may make mistakes when I use more extensive vocabulary in my writing.</li> </ul>